

Speaker Biography
Public Hearing-Seattle, Washington
February 7, 2006
The Secretary of Education's Commission on the Future of Higher Education

Dave Conley

Dr. Conley is Professor of Educational Policy and Leadership in the College of Education, University of Oregon. He is the founder and director of the Center for Educational Policy Research (CEPR) at the University of Oregon and the Educational Policy Improvement Center, a 501(c)3 not-for profit educational research organization. Currently, CEPR and EPIC have grants and contracts with a range of national and state educational agencies and organizations to perform research on a variety of issues related to college readiness standards, high school-college articulation and transition, state high school exit examinations, and state adequacy funding models. He currently has grants or contracts with the US Department of Education; the College Board; the Office of the Superintendent of Public Instruction, State of Washington; the Washington Higher Education Coordinating Board; the Washington Education Association; and numerous school districts.

In 2003 he completed *Standards for Success*, a \$2.4 million project funded by the Washington, D.C. based Association of American Universities (AAU) and The Pew Charitable Trusts. This project identified the knowledge and skills necessary for success in entry-level university courses. His latest book, based on this research, is entitled *College Knowledge: What It Takes for Students to Succeed and What We Can Do to Get Them Ready*, and was published in the spring of 2005 by Jossey-Bass.

From 1993 through 2000 he designed an entirely new system of college admission for the Oregon University System. The Proficiency-based Admission Standards System (PASS) identifies what students must know to be admitted to the state's seven public universities and utilizes scores from state and national exams and collections of classroom-based student work to determine admission.

In 2003 Teachers College Press published *Who Governs Our Schools?* In this book, Dr. Conley analyzes changes in educational policy and governance structures at the federal, state, and local levels. Conley has received over \$10 million in grants and contracts from federal and state governments and foundations over the past 10 years to conduct research on a range of policy issues including adequacy funding, accountability systems, alternative methods of assessment, proficiency-based admission, and high school-college articulation. The results of this research have been published in numerous journal articles, technical reports, and conference papers.

He received a B.A. with honors in Social Sciences from the University of California, Berkeley. At the University of Colorado, Boulder, he earned a master's degree in Social, Multicultural, Bilingual Foundations of Education and a doctoral degree in Curriculum, Administration, and Supervision.

Speaker Biography

Public Hearing-Seattle, Washington

February 7, 2006

The Secretary of Education's Commission on the Future of Higher Education

Before joining the faculty of the University of Oregon, he spent a total of 20 years in Colorado and California as a school-level and central office administrator in several districts, an executive in a state education department, and as a teacher in two public multicultural alternative schools.

